DOCUMENT RESUME

ED 041 307 CG 005 485

AUTHOR Stewart, James W.
TITLE A Survey of Attitude and Perception of the Graduate Student of his Advisor or Committee Chairman.
INSTITUTION Nebraska Univ., Lincoln.; Wisconsin State Univ., River Falls.
PUB DATE Aug 69
NOTE 35p.

EDRS PRICE EDRS Price MF-$0.25 HC-$1.85
DESCRIPTORS *Graduate Students, *Graduate Study, Higher Education, *Student Attitudes, Student Motivation, Student Opinion, Students, *Student Teacher Relationship, *Surveys

ABSTRACT

Current graduate education, with its focus on tailoring programs for individual students, has made the relationship between the student and his advisor or committee chairman an essential ingredient of graduate programs. It is this relationship which the survey examines. Specifically, its purpose is to identify and examine graduate students' perceptions and attitudes toward their advisor or committee chairman. Eighty-one summer session graduate students in education at the University of Nebraska were surveyed and the data analyzed in terms of five variables; (1) male-female; (2) graduate major; (3) intended degree; (4) progress to date; and (5) response totals all variables. The evidence was broken down and evaluated. None of the variables were significant, i.e., a positive perception or attitude toward advisors and committee chairmen remained constant. The author viewed the results as indicating a high degree of trust and professional security on the part of the student and as verifying that graduate education is generally strong and positive. (TL)

ED041307

A SURVEY OF ATTITUDE AND PERCEPTION OF THE GRADUATE STUDENT OF HIS ADVISOR OR COMMITTEE CHAIRMAN

by

James W. Stewart
Assistant Professor
College of Education
Wisconsin State University
River Falls

Conducted

at

University of Nebraska

August, 1969

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

CG 005 485

Contents

Title and Introduction	
Research Design	p. 2
Procedure	p. 3
Treatment of Data	p. 4
Population Sample	p. 4
Survey Of Graduate Students Evidence Breakdown	p. 5
Evidence Evaluation	
Variable I - Male-Female	p. 6
Variable II Graduate Program Major	p. 9
Variable III Intended Degree	p. 14
Variable IV Progress Toward Degree	p. 21
Total Responses	p. 26
Frequence Distribution Advisor Role	p. 28
Summary of Evidence	p, 29
Critique	p. 30
Appendix A Survey Instrument	p. 32
Instructors Evaluation Sheet	

I. TITLE:

A SURVEY OF ATTITUDE AND PERCEPTION OF THE GRADUATE STUDENT OF HIS ADVISOR OR COMMITTEE CHAIRMAN

II. INTRODUCTION:

The quest for graduate education in recent years has, in most institutions, grown at a tremendous rate. The demands on any college or university are greatly compounded by the need for adequate faculty, funds, and facilities both for the graduate and undergraduate student.

In most institutions of higher education the graduate program offerings and variety of advanced degrees offered have expanded proportionately to the increasing demands for advanced study.

The key to graduate education has, in most instances, centered around programs and experiences designed to develop the individual student. This "tailoring," if you will, has as an additional key component for the student, the assigned task of working with an advisor or committee. In general, the advisor or committee will provide the direction and development for the instructional experience of the individual student.

The relationship between the student-advisor or his committee is in reality the essential ingredient in a graduate program. This relationship, in the writer's opinion, is generally a decisive factor in the relative and relevant growth both educationally and professionally for the student.

This professional and often times personal relationship between the student and advisor or particularly the committee chairman determines to a large extent the students' success or failure.

The graduate student in pursuing his studies and program must seek and make decisions based upon the advice and counsel of the advisor or committee chairman. The decisions the student arrives at and the general course he decides upon to a large extent, at least in the writer's view, are based on the students' relationship and perception of his advisor or committee chairman.

The relationship between the advisor or committee chairman is generally strong and positive in nature. If the relationship is indeed strong and positive, the graduate student will, in most cases, react positively when asked to give an opinion or evaluate in some fashion his advisor or committee chairman.

The purpose of this survey is to examine some perceptions and attitudes of graduate students regarding their advisor or committee chairman.

III. REASEARCH DESIGN

BASIC ASSUMPTIONS:

Through the examination of graduate students' responses to a survey instrument, it is possible to identify and examine their perception and attitude toward their advisor or committee chairman in relationship to the items included and asked for on the survey instrument.

QUESTION TO BE ANSWERED:

This survey will deal with the question: What are the perceptions and attitudes of graduate students toward their advisor or committee chairman with regard to the items included for response in the survey instrument?

SCOPE AND DELIMITATIONS:

This survey is limited to graduate students attending the second summer session at the University of Nebraska during 1969. The graduate

students were selected on the basis of their willingness to cooperate and accessibility to the investigator.

No identification of participating graduate students is made in the survey. No identification of participating graduate students or their advisor/committee chairman is made.

The sample used in the survey is limited to graduate students currently enrolled in classes in graduate college and pursuing an advanced degree in education.

Perceptions and attitudes identifiifed in this survey are limited to the scope of this survey and should not be considered as generalizable to all graduate students at the University of Nebraska or to settings of similar background and nature.

The survey assumes that the responses of the graduate student are honest and typical of the kind of responses that would be given under similar circumstances and in like settings.

The survey recognizes that the writer by designing, carrying out, and examining the responses may, in all honesty, interject bias.

PROCEDURE:

To identify graduate student perception and attitude, the following procedure was utilized:

1. A survey instrument was designed. The instrument included a semantic differential and short answer questions.

2. The items on the semantic differential were selected from 25 possibilities by a jury panel of graduate students. The short answer questions were developed in cooperation with the same jury panel. The panel consisted of five graduate students.

3. The survey instrument was pretested with five graduate students for clarity of instructions and responses solicited.

4. A revised survey instrument was submitted, by the investigator, to a purposive sample of graduate students currently enrolled in the second summer session at the University of Nebraska. N=100

5. The survey was conducted on July 25, 28, and 29, 1969.

TREATMENT OF THE DATA:

The responses to the revised survey instrument are examined and presented in a narrative and descriptive style.

The data are presented in tables and summarized on the basis of the following variables.

1. Male-Female
2. Graduate Major
3. Intended Degree
4. Progress to date
5. Response totals all variables

POPULATION SAMPLE:

The survey is based on the following sample:

Graduate Students included-

White - N=97
Black - N=1

Education 250 Block - N=44
Sociology of Education - N=40

In residence students - N=14

SURVEY OF GRADUATE STUDENTS
EVIDENCE BREAKDOWN
MAJOR VARIABLES

N=81

The data collected in this survey is based on a total of eighty one responses. A total of ninety eight graduate students were surveyed but seventeen responses had to be eliminated due to incomplete responses or difficulty with instructions. Ten of the responses were eliminated as the writer interjected bias in soliciting answers to questions.

The data collected is presented in the following major breakdowns:

Variable	Catagory - Number of Responses
1	Male - 63 Female - 18
2	Major Elementary Education - 7 Secondary Education - 29 Educational Administration - 38 Educational Psychology - 5
3	Intended Degree Master of Education - 14 Master of Science Education - 11 Master of Arts (Education) - 25 Sixth Year Certificate - 4 Doctor of Education - 17 Doctor of Philosophy - 10
4	Progress toward Degree Less than 50% Completed- 13 More than 50% Completed- 45 Thesis-Dissertation Only- 10 Degree Requirements Completed- 7
5	Total Cumulative Responses - 81
6	Frequency Distribution Advisor-Committee Chairman Role

Evidence Evaluation
Variable I
Male - Female

In general the data based on the male - female variable indicates both sexes have a positive perception or attitude toward their advisor or Committee Chairman.

Both sexes indicated they felt their advisor or chairman was accessible, strong, sensitive, personable, professional, helpful; active, intelligent and informed.

Both sexes showed a close correlation of their responses in part II of the survey, indicating a positive attitude.

The males responded over a wider range distribution on part one than did the females. Male graduate students reported more instances of playing a "game" with their advisor than the female.

Both groups indicated a high degree of trust in their advisor or chairman. Male students expressed more neutral opinions than did female.

MALE VARIABLE - N=63

	Closely related	Slightly related	Neutral	Slightly related	Closely related	
ACCESSIBLE	22	22	1	10	4	INACCESSIBLE
WEAK	-	5	3	18	36	STRONG
SENSITIVE	18	26	12	5	2	INSENSITIVE
DIRECT	20	17	12	4	-	INDIRECT
PERSONABLE	33	20	3	4	2	ALOOF
PROFESSIONAL	46	14	3	-	-	UNPROFESSIONAL
HELPFUL	36	18	8	1	-	HARMFUL
ACTIVE	33	22	7	1	-	PASSIVE
INTELLIGENT	49	11	1	-	1	UNINTELLIGENT
UNINFORMED	3	2	2	18	39	INFORMED

Part II

Please fill-in or check the answers to the following questions:

1. What are the five most important roles of graduate advisor or committee chairman? In order of importance!
   a. d.
   b. c.
   c.

2. Do you feel that your advisor or committee chairman adequately fulfills the above roles? 53 YES 10 NO

3. Since you have started your graduate program have you changed your opinion of your advisor or chairman?

   10 YES 53 NO If "yes" 7 Positively 5 Negatively

   If "no" was your original opinion
   43 Positive 2 Negative

4. Do you trust you advisor or chairman? 60 YES 3 NO

5. Do you feel you have to play a "game" with your advisor or are you "professionally secure"?
   8 "game" 55 "professionally secure"

6. Did you pick your advisor or chairman? 19 YES 44 NO

FEMALE VARIABLE N=18

	Closely related	Slightly related	Neutral	Slightly related	Closely related	
ACCESSIBLE	13	3		2		INACCESSIBLE
WEAK		2	1	6	9	STRONG
SENSITIVE	10	7		1		INSENSITIVE
DIRECT	7	8		1	1	INDIRECT
PERSONABLE	14	4				ALOOF
PROFESSIONAL	13	4		1		UNPROFESSIONAL
HELPFUL	13	4	1			HARMFUL
ACTIVE	13	3	1	1		PASSIVE
INTELLIGENT	13	5				UNINTELLIGENT
UNINFORMED			1	4	13	INFORMED

Part II

Please fill-in or check the answers to the following questions:

1. What are the five most important roles of graduate advisor or committee chairman? In order of importance:
   a.
   b.
   c.
   d.
   e.

2. Do you feel that your advisor or committee chairman adequately fulfills the above roles? 16 YES 2 NO

3. Since you have started your graduate program have you changed your opinion of your advisor or chairman?
   3 YES 15 NO If "yes" 1 Positively 2 Negatively
   If "no" was your original opinion
   13 Positive 2 Negative

4. Do you trust you advisor or chairman? 17 YES 1 NO

5. Do you feel you have to play a "game" with your advisor or are you "professionally secure"?
   1 "game" 17 "professionally secure"

6. Did you pick your advisor or chairman? 5 YES 13 NO

THE MARGINAL LEGIBILITY OF THIS PAGE IS DUE TO POOR ORIGINAL COPY. BETTER COPY WAS NOT AVAILABLE AT THE TIME OF FILMING. E.D.R.S.

Evidence Evaluation
Variable II
Graduate Progam Major

In general the data based on the graduate program major indicates that the positive perception or attitude toward the advisor or chairman remained constant as in variable I. The Educational Administration and Secondary Education Major had a wider range of responses than did the Psychology or Elemtary majors. However, if the sample incl̀cluded a larger number this trend may not have continued.

Only Educational Administration and Secondary Education students indicated having to play the "game" with their advisor.

Proportionately Secondary Education students seem to be able to pick their advisor or chairman.

All catagories indicate a high degree of trust in their advisor or chairman.

Educational Administration altho the largestgroup expressed more neutral opinions followed by Secondary Education majors.

GRADUATE STUDENT ATTITUDE SURVEY

EDUCATIONAL ADMINISTRATION N= 38

PROGRAM MAJOR VARIABLE

	Closely related	Slightly related	Neutral	Slightly related	Closely related	
ACCESSIBLE	13	14	4	4	2	INACCESSIBLE
WEAK	-	3	1	12	21	STRONG
SENSITIVE	13	15	6	4	1	INSENSITIVE
DIRECT	14	11	7	2	-	INDIRECT
PERSONABLE	19	13	3	1	1	ALOOF
PROFESSIONAL	28	10	-	-	-	UNPROFESSIONAL
HELPFUL	21	9	6	1	-	HARMFUL
ACTIVE	19	13	6	-	-	PASSIVE
INTELLIGENT	30	7	-	-	-	UNINTELLIGENT
UNINFORMED	1	2	-	14	22	INFORMED

Part II

Please fill-in or check the answers to the following questions:

1. What are the five most important roles of graduate advisor or committee chairman? in order of importance!
   a.
   b.
   c.
   d.
   e.

2. Do you feel that your advisor or committee chairman adequately fulfills the above roles? 29 YES 9 NO

3. Since you have started your graduate program have you changed your opinion of your advisor or chairman?

   6 YES 32 NO If "yes" 4 Positively 2 Negatively

   If "no" was your original opinion
   30 Positive 2 Negative

4. Do you trust you advisor or chairman? 37 YES 1 NO

5. Do you feel you have to play a "game" with your advisor or are you "professionally secure"?
   6 "game" 32 "professionally secure"

6. Did you pick your advisor or chairman? 8 YES 30 NO

THE MARGINAL LEGIBILITY OF THIS PAGE IS DUE TO POOR ORIGINAL COPY. BETTER COPY WAS NOT AVAILABLE AT THE TIME OF FILMING. E.D.R.S.

GRADUATE STUDENT ATTITUDE SURVEY

SECONDARY EDUCATION N=29

PROGRAM MAJOR VARIABLE

	Closely related	Slightly related	Neutral	Slightly related	Closely related	
ACCESSIBLE	13	8	1	5	2	INACCESSIBLE
WEAK	-	2	3	7	14	STRONG
SENSITIVE	9	12	4	-	1	INSENSITIVE
DIRECT	6	15	4	2	1	INDIRECT
PERSONABLE	17	8	-	2	-	ALOOF
PROFESSIONAL	20	4	2	1	-	UNPROFESSIONAL
HELPFUL	18	8	3	-	-	HARMFUL
ACTIVE	16	10	1	2	-	PASSIVE
INTELLIGENT	19	7	1	-	1	UNINTELLIGENT
UNINFORMED	1	-	1	7	21	INFORMED

Part II

Please fill-in or check the answers to the following questions:

1. What are the five most important roles of graduate advisor or committee chairman? In order of importance!
   a.
   b.
   c.
   d.
   e.

2. Do you feel that your advisor or committee chairman adequately fulfills the above roles? 25 YES 4 NO

3. Since you have started your graduate program have you changed your opinion of your advisor or chairman?

   6 YES 20 NO If "yes" 3 Positively 3 Negatively

   If "no" was your original opinion
   19 Positive 1 Negative

4. Do you trust you advisor or chairman? 27 YES 2 NO

5. Do you feel you have to play a "game" with your advisor or are you "professionally secure"?
   5 "game" 24 "professionally secure"

6. Did you pick your advisor or chairman? 11 YES 18 NO

THE MARGINAL LEGIBILITY OF THIS PAGE IS DUE TO POOR ORIGINAL COPY. BETTER COPY WAS NOT AVAILABLE AT THE TIME OF FILMING. E.D.R.S.

ELEMENTARTY EDUCATION
PROGRAM MAJOR VARIABLE N=7

	Closely related	Slightly related	Neutral	Slightly related	Closely related	
ACCESSIBLE	6	1				INACCESSIBLE
WEAK				3	3	STRONG
SENSITIVE	3	4				INSENSITIVE
DIRECT	5	2				INDIRECT
PERSONABLE	6	1				ALOOF
PROFESSIONAL	6	1				UNPROFESSIONAL
HELPFUL	6	1				HARMFUL
ACTIVE	6	1				PASSIVE
INTELLIGENT	5	2				UNINTELLIGENT
UNINFORMED				2	5	INFORMED

Part II

7 Please fill-in or check the answers to the following questions:

1. What are the five most important roles of graduate advisor or committee chairman? In order of importance.
   a.
   b.
   c.
   d.
   e.

2. Do you feel that your advisor or committee chairman adequately fulfills the above roles? 5 YES 2 NO

3. Since you have started your graduate program have you changed your opinion of your advisor or chairman?

   1 YES 6 NO If "yes" 1 Positively ____ Negatively

   If "no" was your original opinion
   6 Positive ____ Negative

4. Do you trust you advisor or chairman? 7 YES ____ NO

5. Do you feel you have to play a "game" with your advisor or are you "professionally secure"?
   ____ "game" 7 "professionally secure"

6. Did you pick your advisor or chairman? 1 YES 6 NO

THE MARGINAL LEGIBILITY OF THIS PAGE IS DUE TO POOR ORIGINAL COPY. BETTER COPY WAS NOT AVAILABLE AT THE TIME OF FILMING. E.D.R.S.

EDUCATIONAL PSYCHOLOGY PROGRAM MAJOR VARIABLE N=5

	Closely related	Slightly related	Neutral	Slightly related	Closely related	
ACCESSIBLE	2	-	-	2	1	INACCESSIBLE
WEAK	-	-	-	2	3	STRONG
SENSITIVE	2	2	-	1	-	INSENSITIVE
DIRECT	2	1	1	1	-	INDIRECT
PERSONABLE	3	-	-	1	1	ALOOF
PROFESSIONAL	3	1	1	-	-	UNPROFESSIONAL
HELPFUL	2	2	-	-	-	HARMFUL
ACTIVE	3	1	1	-	-	PASSIVE
INTELLIGENT	5	-	-	-	-	UNINTELLIGENT
UNINFORMED	-	-	2	-	3	INFORMED

Part II

Please fill-in or check the answers to the following questions:

1. What are the five most important roles of graduate advisor or committee chairman? In order of importance!
   a.
   b.
   c.
   d.
   e.

2. Do you feel that your advisor or committee chairman adequately fulfills the above roles? 4 YES 1 NO

3. Since you have started your graduate program have you changed your opinion of your advisor or chairman?
   2 YES 3 NO If "yes" ___ Positively 2 Negatively
   If "no" was your original opinion
   3 Positive ___ Negative

4. Do you trust you advisor or chairman? 5 YES ___ NO

5. Do you feel you have to play a "game" with your advisor or are you "professionally secure"?
   ___ "game" 5 "professionally secure"

6. Did you pick your advisor or chairman? 4 YES 1 NO

THE MARGINAL LEGIBILITY OF THIS PAGE IS DUE TO POOR ORIGINAL COPY. BETTER COPY WAS NOT AVAILABLE AT THE TIME OF FILMING. E.D.R.S.

Evidence Evaluation
Variable III
Intended Degree

In general the data based on Intended Degree seems to indicate that the positive perception or attitude toward their advisor or chairman remained constant as in Variables I and II.

Of interest was the high degree of Master of Arts Degree Candidates in the sample.

Both Master of Arts and Master of Education expressed the higher number of neutral opinions while the sixth year and doctorate categories reflected strong opinions vs. neutral ones.

The Doctor of Education candidate had the most consistent responses to part two of the survey indicating very strong positive attitudes as a group in comparison to all other categories.

Only two Masters of Arts and one Doctor of Philosophy indicated that they did not trust their advisor.

Only one Doctor of Philosophy indicated his chairman as unintelligent (Secondary Education).

Only the Sixth Year and Doctor of Education students indicated they were not playing the "game".

MASTER OF EDUCATION - OPTION II N=14
IN TENDED DEGREE VARIABLE

	Closely related	Slightly related	Neutral	Slightly related	Closely related	
ACCESSIBLE	3	5	3	2	1	INACCESSIBLE
WEAK		2	2	4	6	STRONG
SENSITIVE	4	9	1			INSENSITIVE
DIRECT	4	3	5	1		INDIRECT
PERSONABLE	7	4	1	1	1	ALOOF
PROFESSIONAL	11	3				UNPROFESSIONAL
HELPFUL	6	6	2			HARMFUL
ACTIVE	6	6	2			PASSIVE
INTELLIGENT	10	4				UNINTELLIGENT
UNINFORMED				3	10	INFORMED

Part II

Please fill-in or check the answers to the following questions:

1. What are the five most important roles of graduate advisor or committee chairman? In order of importance!
   a.
   b.
   c.
   d.
   e.

2. Do you feel that your advisor or committee chairman adequately fulfills the above roles? 9 YES 5 NO

3. Since you have started your graduate program have you changed your opinion of your advisor or chairman?

   4 YES 10 NO If "yes" 3 Positively 1 Negatively

   If "no" was your original opinion
   10 Positive ____ Negative

4. Do you trust you advisor or chairman? 13 YES ____ NO

5. Do you feel you have to play a "game" with your advisor or are you "professionally secure"?
   2 "game" 12 "professionally secure"

6. Did you pick your advisor or chairman? 3 YES 11 NO

THE MARGINAL LEGIBILITY OF THIS PAGE IS DUE TO POOR ORIGINAL COPY. BETTER COPY WAS NOT AVAILABLE AT THE TIME OF FILMING. E.D.R.S.

GRADUATE STUDENT ATTITUDE SURVEY

MASTER OF SCIENCE - THESIS N=11
INTENDED DEGREE VARIABLE

	Closely related	Slightly related	Neutral	Slightly related	Closely related	
ACCESSIBLE	5	5			1	INACCESSIBLE
WEAK			1	4	6	STRONG
SENSITIVE	3	6	2			INSENSITIVE
DIRECT	6	3	2			INDIRECT
PERSONABLE	5	4	1			ALOOF
PROFESSIONAL	9	1	1			UNPROFESSIONAL
HELPFUL	7	2	2			HARMFUL
ACTIVE	6	3	2			PASSIVE
INTELLIGENT	9	1	1			UNINTELLIGENT
UNINFORMED			1	3	7	INFORMED

Part II

Please fill-in or check the answers to the following questions:

1. What are the five most important roles of graduate advisor or committee chairman? In order of importance!
   a.
   b.
   c.
   d.
   e.

2. Do you feel that your advisor or committee chairman adequately fulfills the above roles? 10 YES 1 NO

3. Since you have started your graduate program have you changed your opinion of your advisor or chairman?

   3 YES 8 NO If "yes" 3 Positively ___ Negatively

   If "no" was your original opinion
   8 Positive ___ Negative

4. Do you trust you advisor or chairman? 11 YES ___ NO

5. Do you feel you have to play a "game" with your advisor or are you "professionally secure"?
   1 "game" 10 "professionally secure"

6. Did you pick your advisor or chairman? 3 YES 8 NO

THE MARGINAL LEGIBILITY OF THIS PAGE IS DUE TO POOR ORIGINAL COPY. BETTER COPY WAS NOT AVAILABLE AT THE TIME OF FILMING. E.D.R.S.

GRADUATE STUDENT ATTITUDE SURVEY

MASTER OF ARTS N= 25
INTENDED DEGREE VARIABLE

	Closely related	Slightly related	Neutral	Slightly related	Closely related	
ACCESSIBLE	10	7	1	6	-	INACCESSIBLE
WEAK	1	2	1	11	8	STRONG
SENSITIVE	7	12	1	5	1	INSENSITIVE
DIRECT	8	12	2	1	1	INDIRECT
PERSONABLE	13	9	1	2	-	ALOOF
PROFESSIONAL	16	8	-	1	-	UNPROFESSIONAL
HELPFUL	14	5	5	1	=	HARMFUL
ACTIVE	14	6	4	1	=	PASSIVE
INTELLIGENT	20	5	=	=	=	UNINTELLIGENT
UNINFORMED	2	1	1	10	10	INFORMED

Part II

Please fill-in or check the answers to the following questions:

1. What are the five most important roles of graduate advisor or committee chairman? In order of importance!
   a.
   b.
   c.
   d.
   e.

2. Do you feel that your advisor or committee chairman adequately fulfills the above roles? 22 YES 3 NO

3. Since you have started your graduate program have you changed your opinion of your advisor or chairman?

   3 YES 22 NO If "yes" 1 Positively 1 Negatively

   If "no" was your original opinion
   20 Positive 3 Negative

4. Do you trust you advisor or chairman? 23 YES 2 NO

5. Do you feel you have to play a "game" with your advisor or are you "professionally secure"?
   5 "game" 20 "professionally secure"

6. Did you pick your advisor or chairman? 5 YES 20 NO

THE MARGINAL LEGIBILITY OF THIS PAGE IS DUE TO POOR ORIGINAL COPY. BETTER COPY WAS NOT AVAILABLE AT THE TIME OF FILMING. E.D.R.S.

GRADUATE STUDENT ATTITUDE SURVEY

SIXTH YEAR CERTIFICATE N=4

INTENDED DEGREE VARIABLE

	Closely related	Slightly related	Neutral	Slightly related	Closely related	
ACCESSIBLE	2	1	1			INACCESSIBLE
WEAK				1	3	STRONG
SENSITIVE	2		2			INSENSITIVE
DIRECT	2	1		1		INDIRECT
PERSONABLE	3	1				ALOOF
PROFESSIONAL	3	1				UNPROFESSIONAL
HELPFUL	3	1				HARMFUL
ACTIVE	3	1				PASSIVE
INTELLIGENT	2	2				UNINTELLIGENT
UNINFORMED				1	3	INFORMED

Part II

Please fill-in or check the answers to the following questions:

1. What are the five most important roles of graduate advisor or committee chairman? In order of importance!
   a.
   b.
   c.
   d.
   e.

2. Do you feel that your advisor or committee chairman adequately fulfills the above roles? 3 YES 1 NO

3. Since you have started your graduate program have you changed your opinion of your advisor or chairman?
   1 YES 3 NO If "yes" ___ Positively 1 Negatively
   If "no" was your original opinion 3 Positive ___ Negative

4. Do you trust you advisor or chairman? 4 YES ___ NO

5. Do you feel you have to play a "game" with your advisor or are you "professionally secure"?
   ___ "game" 4 "professionally secure"

6. Did you pick your advisor or chairman? 2 YES 2 NO

THE MARGINAL LEGIBILITY OF THIS PAGE IS DUE TO POOR ORIGINAL COPY. BETTER COPY WAS NOT AVAILABLE AT THE TIME OF FILMING. E.D.R.S.

GRADUATE STUDENT ATTITUDE SURVEY

DOCTOR OF EDUCATION N=17
INTENDED DEGREE VARIABLE

Closely related	Slightly related	Neutral	Slightly related	Closely related	
ACCESSIBLE 11	3	1	2		INACCESSIBLE
WEAK			3	14	STRONG
SENSITIVE 9	3	3	1	1	INSENSITIVE
DIRECT 5	10	1	1		INDIRECT
PERSONABLE 13	3		1		ALOOF
PROFESSIONAL 12	4	1			UNPROFESSIONAL
HELPFUL 13	4				HARMFUL
ACTIVE 12	4		1		PASSIVE
INTELLIGENT 15	2				UNINTELLIGENT
UNINFORMED 1			3	13	INFORMED

Part II

Please fill-in or check the answers to the following questions:

1. What are the five most important roles of graduate advisor or committee chairman? In order of importance!
   a.
   b.
   c.
   d.
   e.

2. Do you feel that your advisor or committee chairman adequately fulfills the above roles? 17 YES ____ NO

3. Since you have started your graduate program have you changed your opinion of your advisor or chairman?
   ____ YES 17 NO If "yes" ____ Positively ____ Negatively
   If "no" was your original opinion
   17 Positive ____ Negative

4. Do you trust you advisor or chairman? 17 YES ____ NO

5. Do you feel you have to play a "game" with your advisor or are you "professionally secure"?
   ____ "game" 17 "professionally secure"

6. Did you pick your advisor or chairman? 8 YES 9 NO

THE MARGINAL LEGIBILITY OF THIS PAGE IS DUE TO POOR ORIGINAL COPY. BETTER COPY WAS NOT AVAILABLE AT THE TIME OF FILMING. E.D.R.S.

DOCTOR OF PHILOSOPHY N=10
INTENDED DEGREE VARIABLE

	Closely related	Slightly related	Neutral	Slightly related	Closely related	
ACCESSIBLE	4	2		2	2	INACCESSIBLE
WEAK		3		1	6	STRONG
SENSITIVE	3	3	3	1		INSENSITIVE
DIRECT	3	5	1	1		INDIRECT
PERSONABLE	8	1			1	ALOOF
PROFESSIONAL	8	1	1			UNPROFESSIONAL
HELPFUL	6	4				HARMFUL
ACTIVE	6	4				PASSIVE
INTELLIGENT	8	1			1	UNINTELLIGENT
UNINFORMED			1	2	7	INFORMED

Part II

Please fill-in or check the answers to the following questions:

1. What are the five most important roles of graduate advisor or committee chairman? In order of importance!
   a.
   b.
   c.
   d.
   e.

2. Do you feel that your advisor or committee chairman adequately fulfills the above roles? 8 YES 2 NO

3. Since you have started your graduate program have you changed your opinion of your advisor or chairman?

   3 YES 7 NO If "yes" __ Positively 3 Negatively

   If "no" was your original opinion
   6 Positive 1 Negative

4. Do you trust you advisor or chairman? 9 YES 1 NO

5. Do you feel you have to play a "game" with your advisor or are you "professionally secure"?
   2 "game" 8 "professionally secure"

6. Did you pick your advisor or chairman? 4 YES 6 NO

THE MARGINAL LEGIBILITY OF THIS PAGE IS DUE TO POOR ORIGINAL COPY. BETTER COPY WAS NOT AVAILABLE AT THE TIME OF FILMING. E.D.R.S.

Evidence Evaluation
Variable IV
Progress Toward Degree

In general the data based on the progress toward degree variable indicates a positive perception and attitude toward the advisor or committee chairman.

Over half of the respondents fall into the more than 50% completed catagory and as a result reflect the greatest number of neutral opinions.

Of interest, only the completed requirements variable respondents did not reflect a change of opinion about their advisor or chairman in question three,part two.

GRADUATE STUDENT ATTITUDE SURVEY
LESS THAN 50% COMPLETED N=13

PROGRESS TOWARD DEGREE VARIABLE

	Closely related	Slightly related	Neutral	Slighly related	Closely related	
ACCESSIBLE	3	7		2	1	INACCESSIBLE
WEAK		2	1	7	3	STRONG
SENSITIVE		7	2	2	1	INSENSITIVE
DIRECT	2	10	2			INDIRECT
PERSONABLE	3	7	1	1	1	ALOOF
PROFESSIONAL	7	6				UNPROFESSIONAL
HELPFUL	5	5	2	1		HARMFUL
ACTIVE	5	5	2	1		PASSIVE
INTELLIGENT	11	2				UNINTELLIGENT
UNINFORMED	1	1		4	7	INFORMED

Part II

Please fill-in or check the answers to the following questions:

1. What are the five most important roles of graduate advisor or committee chairman? In order of importance!
   a. d.
   b. e.
   c.

2. Do you feel that your advisor or committee chairman adequately fulfills the above roles? 9 YES 3 NO

3. Since you have started your graduate program have you changed your opinion of your advisor or chairman?
   4 YES 9 NO If "yes" 2 Positively ___ Negatively
   If "no" was your original opinion
   8 Positive 1 Negative

4. Do you trust you advisor or chairman? 13 YES ___ NO

5. Do you feel you have to play a "game" with your advisor or are you "professionally secure"?
   3 "game" 10 "professionally secure"

6. Did you pick your advisor or chairman? 3 YES 10 NO

THE MARGINAL LEGIBILITY OF THIS PAGE IS DUE TO POOR ORIGINAL COPY. BETTER COPY WAS NOT AVAILABLE AT THE TIME OF FILMING. E.D.R.S.

GRADUATE STUDENT ATTITUDE SURVEY

MORE THAN 50% COMPLETED N=45

PROGRESS TOWARD DEGREE VARIABLE

	Closely related	Slightly related	Neutral	Slightly related	Closely related	
ACCESSIBLE	20	12	3	6	2	INACCESSIBLE
WEAK		1		14	28	STRONG
SENSITIVE	18	17	6	2	1	INSENSITIVE
DIRECT	18	16	6	3		INDIRECT
PERSONABLE	29	12	1	1	1	ALOOF
PROFESSIONAL	33	7	3			UNPROFESSIONAL
HELPFUL	28	13	3			HARMFUL
ACTIVE	24	14	4			PASSIVE
INTELLIGENT	32	10	1			UNINTELLIGENT
UNINFORMED	2		2	16	27	INFORMED

Part II

Please fill-in or check the answers to the following questions:

1. What are the five most important roles of graduate advisor or committee chairman? In order of importance!
   a. d.
   b. e.
   c.

2. Do you feel that your advisor or committee chairman adequately fulfills the above roles? 35 YES 4 NO

3. Since you have started your graduate program have you changed your opinion of your advisor or chairman?
   8 YES 38 NO If "yes" 4 Positively 3 Negatively
   If "no" was your original opinion
   28 Positive 1 Negative

4. Do you trust you advisor or chairman? 43 YES ____ NO

5. Do you feel you have to play a "game" with your advisor or are you "professionally secure"?
   3 "game" 41 "professionally secure"

6. Did you pick your advisor or chairman? 15 YES 30 NO

THE MARGINAL LEGIBILITY OF THIS PAGE IS DUE TO POOR ORIGINAL COPY. BETTER COPY WAS NOT AVAILABLE AT THE TIME OF FILMING. E.D.R.S.

THESIS-DISSERTATION ONLY N=10
PROGRESS TOWARD DEGREE VARIABLE

	Closely related	Slightly related	Neutral	Slightly related	Closely related	
ACCESSIBLE	6	2		1	1	INACCESSIBLE
WEAK		2		2	6	STRONG
SENSITIVE	3	4	1	1		INSENSITIVE
DIRECT	3	3	2	1	1	INDIRECT
PERSONABLE	7	3				ALOOF
PROFESSIONAL	8	1		1		UNPROFESSIONAL
HELPFUL	7	2	1			HARMFUL
ACTIVE	6	2	1	1		PASSIVE
INTELLIGENT	8	1			1	UNINTELLIGENT
UNINFORMED			1	1	8	INFORMED

Part II

Please fill-in or check the answers to the following questions:

1. What are the five most important roles of graduate advisor or committee chairman? In order of importance.
   a.
   b.
   c.
   d.
   e.

2. Do you feel that your advisor or committee chairman adequately fulfills the above roles? 9 YES 1 NO

3. Since you have started your graduate program have you changed your opinion of your advisor or chairman?

   2 YES 8 NO If "yes" 1 Positively 1 Negatively

   If "no" was your original opinion
   6 Positive 1 Negative

4. Do you trust you advisor or chairman? 8 YES 2 NO

5. Do you feel you have to play a "game" with your advisor or are you "professionally secure"?
   2 "game" 8 "professionally secure"

6. Did you pick your advisor or chairman? 3 YES 7 NO

THE MARGINAL LEGIBILITY OF THIS PAGE IS DUE TO POOR ORIGINAL COPY. BETTER COPY WAS NOT AVAILABLE AT THE TIME OF FILMING. E.D.R.S.

GRADUATE STUDENT ROLE TABLE

DEGREE REQUIREMENTS COMPLETED N=7
PROGRESS TOWARD DEGREE VARIABLE

	Closely related	Slightly related	Neutral	Slightly related	Closely related	
ACCESSIBLE	3	3		1		INACCESSIBLE
WEAK		1	2		4	STRONG
SENSITIVE	4	3				INSENSITIVE
DIRECT	2	1	2	1		INDIRECT
PERSONABLE	5		1	1		ALOOF
PROFESSIONAL	5	2				UNPROFESSIONAL
HELPFUL	5	1	1			HARMFUL
ACTIVE	5	1	1			PASSIVE
INTELLIGENT	5	2				UNINTELLIGENT
UNINFORMED		1			6	INFORMED

Part II

Please fill-in or check the answers to the following questions:

1. What are the five most important roles of graduate advisor or committee chairman? In order of importance!
   a.
   b.
   c.
   d.
   e.

2. Do you feel that your advisor or committee chairman adequately fulfills the above roles? 6 YES 1 NO

3. Since you have started your graduate program have you changed your opinion of your advisor or chairman?
   ___ YES 7 NO If "yes" ___ Positively ___ Negatively
   If "no" was your original opinion
   4 Positive ___ Negative

4. Do you trust you advisor or chairman? 7 YES ___ NO

5. Do you feel you have to play a "game" with your advisor or are you "professionally secure"?
   1 "game" 6 "professionally secure"

6. Did you pick your advisor or chairman? 3 YES 4 NO

THE MARGINAL LEGIBILITY OF THIS PAGE IS DUE TO POOR ORIGINAL COPY. BETTER COPY WAS NOT AVAILABLE AT THE TIME OF FILMING. E.D.R.S.

Evidence Evaluation
Total Responses

The cumulative totals reflect the breakdown of variables I , II, III, and IV, as positive perceptions or attitudes by graduate students of their advisor or committee chairman.

Part II of the survey reinforces the semantic differential carrying through the positive perception or attitude.

Inaccessibility (N=12) seems to reflect the singular most frequently mentioned negative attitude.

Intelligent and Professional ranked highest when reflecting positive attitudes. A majority felt their advisor fulfilled the roles they identified as important.

Of interest, the majority of students did not change their original opinion of their advisor.

The degree of trust the students have in their advisor is rewarding to find along with a high degree of professional security.

The interesting fact is that with this high positive attitude or perception most students did not pick their advisor or chairman.

TOTAL RESPONSES - CUMULATIVE N=81 (17 Responses Disguarded)

	Closely related	Slightly related	Neutral	Slightly related	Closely related	
ACCESSIBLE	35	25	1	12	4	INACCESSIBLE
WEAK	0	7	4	24	45	STRONG
SENSITIVE	28	33	12	6	2	INSENSITIVE
DIRECT	27	25	12	5	1	INDIRECT
PERSONABLE	47	24	3	5	2	ALOOF
PROFESSIONAL	59	18	3	0	0	UNPROFESSIONAL
HELPFUL	49	22	8	2	0	HARMFUL
ACTIVE	46	25	8	2	0	PASSIVE
INTELLIGENT	62	16	1	0	1	UNINTELLIGENT
UNINFORMED	3	2	3	22	59	INFORMED

Part II

Please fill-in or check the answers to the following questions:

1. What are the five most important roles of graduate advisor or committee chairman? In order of importance!
   a.
   b.
   c.
   d.
   e.

2. Do you feel that your advisor or committee chairman adequately fulfills the above roles? 69 YES 12 NO

3. Since you have started your graduate program have you changed your opinion of your advisor or chairman?

   15 YES 68 NO If "yes" 8 Positively 7 Negatively

   If "no" was your original opinion
   56 Positive 4 Negative

4. Do you trust you advisor or chairman? 77 YES 4 NO

5. Do you feel you have to play a "game" with your advisor or are you "professionally secure"?
   9 "game" 72 "professionally secure"

6. Did you pick your advisor or chairman? 24 YES 57 NO

THE MARGINAL LEGIBILITY OF THIS PAGE IS DUE TO POOR ORIGINAL COPY. BETTER COPY WAS NOT AVAILABLE AT THE TIME OF FILMING. E.D.R.S.

FREQUENCY DISTRIBUTION
ADVISOR ROLE
N=*81

The following summary of question one of part two of the survey is presented in rank order of frequency of response.

" What are the five most important roles of a graduate advisor or committee chairman? In order of importance! "

RANK	AREA-ROLE	FREQUENCY
1	Design of Program Selection of Courses	N=70
2	Advisor for Problems Personal Counseling	N=44
3	Direction-Advice on Thesis or Dissertation	N=32
4	Degree Requirements	N=31
5	Professional Growth Advice Placement	N=25

SECONDARY ROLES

6	Selection of Instructors
7	Assistance with Graduate College
8	Identification of Goals-Objectives
9	Advisor a Professional Leader
10	Knowledge of Discipline-Subject Area
11	Advice on Committee
12	Advice on Comphrehensive Examination

" Do you feel your advisor or committee chairman adequately fulfills the above roles?"

YES - 69 NO - 12

Summary of Evidence

The data reflected a positive perception or attitude on the part of the graduate student toward their advisor or committee chairman. This data is also of interest since most students surveyed in this study do not have the opportunity to select their advisor. This again is interesting as the data indicates a very high degree of trust and professional security on the part of the student.

The data seems to indicate that as "tailoring" occurs in advanced study the graduate student develops a more personal identification with the advisor which I am sure does not exist on the undergraduate level of instruction.

The position taken that graduate education is generally strong and positive seems to be verified by this limited survey. The identification of roles was as anticipated except the high ranking of graduate advisor as personal counselor.

Critique

In evaluating one's own work the trees are hard to objectively pick out of the woods, however, the following observations are made:

Weaknesses:

1. Specific instructions and a better example of types of responses required should have been developed. This may have emerged had the pretest been larger.

2. The use of Strongly Agree and Agree would have been a better choice to ask the students to respond too as opposed to Closely or Slightly related to your opinion.

3. The analysis of data could have been employed and improved had a variable based on married-single been used. This was attempted verbally during instructions but was incomplete when the responses were returned.

4. A manipulation of questions in Part II of the survey instrument may have brought out differences that did not emerge using the original variables.

5. The sample should have been expanded to include 200 graduate students and encompass additional departments.

6. The elimination of 17 responses due to incompleteness may have changed the conclusions reached.

Appendix A
Survey Instrument

Survey

Graduate Student Attitude Survey

Respondent Data:

Males_____ Female_____ Graduate Major_____ Minor_____

Intended Degree _____ Date of Graduation_____
(M.A., M.S., 6th Yr., EdD. or PHD) (Term-YEAR)

Progress to Date_____ Status_____
(-50%, +50 . Thesis only, Req. Complete) (App., Accep., Unc.)

Instructions:

The purpose of this limited survey is to gather some information about your attitude and perception of you graduate advisor or committee chairman. This survey is limited to the scales and the questions contained herein. Generalizations if any will be soley based on the scope of this study based on the questions asked and the nature and availability of the sample used in this study.

This survey is in no way coded and your responses will be kept confidential. Upon completed use of the responses the data will be destroyed. The survey is conducted for course requirements identified above.

The survey consists of two brief parts. Please be as objective in your judgments as possible.

Thank you

James W. Stewart

Part I

In the first part of the survey please place an X on the line that best reflects your attitude about your graduate advisor or committee chairman in terms of the two word extremes identified.

Example:

WEAK					STRONG
closely related to your opinion	slightly related to your opinion	neutral or irrelevant	slightly related to your opinion	closely related to your opinion	

Part II

Please check the appropriate response or complete the item listing asked for in the question.

GRADUATE STUDENT ATTITUDE SURVEY

	Closely related	Slightly related	Neutral	Slightly related	Closely related	
ACCESSIBLE	_____	_____	_____	_____	_____	INACCESSIBLE
WEAK	_____	_____	_____	_____	_____	STRONG
SENSITIVE	_____	_____	_____	_____	_____	INSENSITIVE
DIRECT	_____	_____	_____	_____	_____	INDIRECT
PERSONABLE	_____	_____	_____	_____	_____	ALOOF
PROFESSIONAL	_____	_____	_____	_____	_____	UNPROFESSIONAL
HELPFUL	_____	_____	_____	_____	_____	HARMFUL
ACTIVE	_____	_____	_____	_____	_____	PASSIVE
INTELLIGNET	_____	_____	_____	_____	_____	UNINTELLIGENT
UNINFORMED	_____	_____	_____	_____	_____	INFORMED

Part II

Please fill-in or check the answers to the following questions:

1. What are the five most important roles of graduate advisor or committee chairman? In order of importance!
   a. d.
   b. e.
   c.

2. Do you feel that your advisor or committee chairman adequately fulfills the above roles? _____YES _____NO

3. Since you have started your graduate program have you changed your opinion of your advisor or chairman?

   _____ YES _____ NO If "yes" _____ Positively _____ Negatively

   If "no" was your original opinion
   _____ Positive _____ Negative

4. Do you trust you advisor or chairman? ___ YES _____ NO

5. Do you feel you have to play a "game" with your advisor or are you "professionally secure"?
   _____"game" _____ "professionally secure"

6. Did you pick your advisor or chairman? _____ YES _____ NO

THE MARGINAL LEGIBILITY OF THIS PAGE IS DUE TO POOR ORIGINAL COPY. BETTER COPY WAS NOT AVAILABLE AT THE TIME OF FILMING. E.D.R.S.